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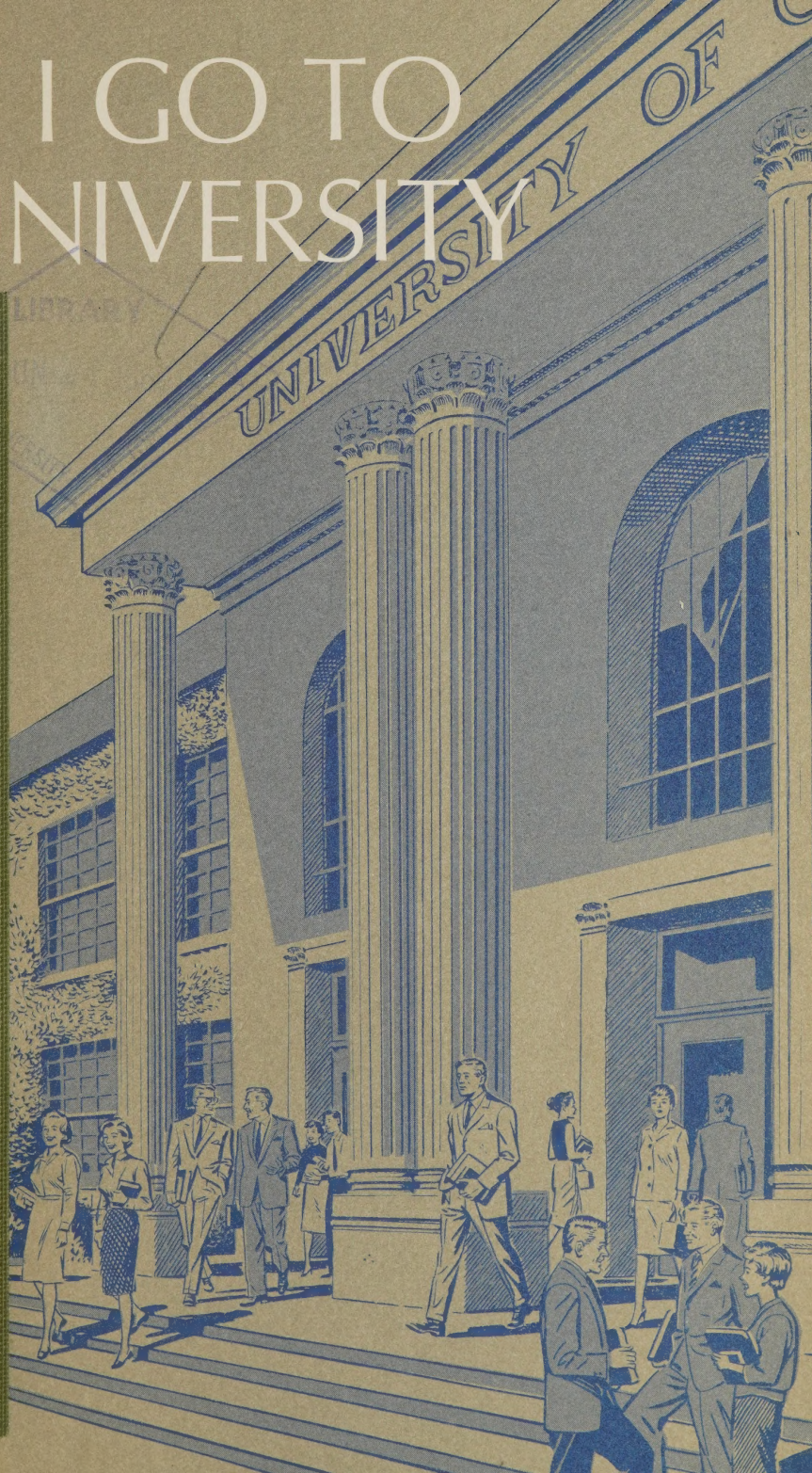
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1966.





# IF I GO TO UNIVERSITY





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Foreword

# If I go to University

WOMEN'S BUREAU

CANADA DEPARTMENT OF LABOUR

*Minister*

HON. JOHN R. NICHOLSON

*Deputy Minister*

GEORGE V. HAYTHORNE



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# Foreword

If I go to university . . . what then?

Today, roughly three out of ten undergraduate students in Canadian universities are women. Recent years have seen an increase in their enrolment both numerically and proportionately to that of men. At graduate levels of study, with the exception of traditionally feminine professional fields such as education, library science and social work, their share in the total student body decreases sharply. They are earning only 25 per cent of Masters' degrees and 8 per cent of Doctorates.

The most commonly accepted explanation of these statistics is that girls get married. And who would gainsay the importance of a liberal education for a wife and mother? Paradoxically enough, however, in addition to filling the maternal role, women make up a good 30 per cent of the labour force of the nation and well over half of these women are married. Year by year more women are working for longer periods outside the home at various stages of their lives.

Many young women graduating with a pass B.A. and with no immediate plans for marriage have totally unrealistic expectations of the employment opportunities that await them. They do not realize that either a period of in-service training or postgraduate professional preparation is essential to competent participation in the world of work. At the same time, within such a dynamic economy as Canada's, serious shortage of professional personnel in social and scientific fields of work hinder not only the potential development of the nation's resources but also her natural contribution to, and unique role in, a growingly interdependent world.

In this situation it is a primary aim of the Women's Bureau to promote a stronger sense of vocational direction for girls. The purpose of this small publication is to encourage those who look forward to university studies to undertake some realistic career planning that will include at least tentative long-range patterns of combining study and work with the altogether likely responsibilities of marriage and raising a family.

Miss Helen Traynor, Assistant to the Director of the Bureau, with a background of professional experience in vocational counselling, occupational analysis, studies in psychology, and the added light of a lively but disciplined imagination, has sketched the unfolding career plans of five typical Canadian girls in as many regions of the country. It is our hope that they may hold meaning, not only for girls themselves, but also for their parents and teachers in facing the challenges of a new day.

MARION V. ROYCE,  
*Director,*  
Women's Bureau.

OTTAWA 4, Canada.  
January 28, 1966.





# Introduction

This is the story of how five high school girls, with their sights now set on a university education, arrived at their decision and choice of courses. They are: Stephanie, a 17-year-old girl living in one of the Atlantic Provinces; Denise, 18 years of age, Quebec; Francine, 17 years, Ontario; Greta, 18, in a Prairie Province; and Rita, 16, in British Columbia.

The purpose of the story is to set out the variety of factors that should be considered in arriving at a career decision. It is not intended as a do-it-yourself manual. Career guidance is much too important and complicated to be attempted on that basis. Personal interviews should be sought with competent guidance counsellors.

It is hoped that this account of five Canadian high school students will awaken others to a serious consideration of their possibilities as university entrants and of the relationship of their choice of education to the world of work.

Source material has been obtained from university calendars, Department of Labour publications, Women's Bureau files and personal interviews.

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# Stéphanie

Stephanie has lived all her seventeen years within hearing distance of Atlantic waves pounding a rocky coast. Her father works in a canning factory. Although there are three younger children in the family, Stephanie's mother works on a shift basis at the local hospital. Realizing that her husband's chances of advancement have been limited because of insufficient education, she wants to help him provide financially for the higher education of their children. So now we have Stephanie completing high school and considering university. Of course, she has been planning for her university education for several years. She also has been putting aside money earned from summer employment at the same canning factory that employs her father.

Aware of the financial sacrifices that her parents are willingly making to give her an education far superior to their own, Stephanie is doing all she can to make their efforts worthwhile. She has sought out everyone who could give her any information



about employment opportunities for university graduates and studied numerous printed publications on occupations. She has consulted the high school authorities and spoken or written to representatives of industry, government and various agencies. In visiting the National Employment Service office for summer employment, she has used the occasion to obtain the informed opinion of employment officers.

Average academic ability plus above-average motivation have kept Stephanie in the top ten per cent of her class during her last two years of school. She is good at mathematics, English and art, poor at history and geography; she dislikes sports but likes writing and drawing.

Information about her motives and potential abilities, about which Stephanie was only partly aware, was examined with the help of a counsellor and Stephanie concluded that education was to be her field. Since a teacher must be well educated to educate others it was evident that a university degree was essential.

In the field of education, Stephanie now had to consider an important question. At what level does she wish to teach?

Would she obtain satisfaction from teaching the very young in primary or elementary school? Does she have the patience, imagination, and maternal affection that is so necessary in guiding young ones in their first steps on the road to education?

Would she prefer to teach high school students? She looks around her at the other students in her high school class, and wonders if she could control a group such as this and at the same time instill the necessary knowledge. She looks at her teacher with new understanding and thinks with relief, that if she does decide on high school teaching, it will be at least four years before she completes her university training. Perhaps she can do it. And she does love mathematics and the expanding field of possibilities in this subject. Otherwise she might miss the opportunities of keeping abreast of the exciting new developments in mathematics and its application to other fields of study. Yes, that might be *it*.

Then again, there is the field of adult education. Is there any reason why she could not or should not consider this? What is adult education anyway? So many grown-ups returning to school

in special classes just for them, would need a special type of teacher. It seems too awesome a task for a high school student to even contemplate. All those grown-ups mentally evaluating her ability to teach them anything! But those four years of university studies and academic social life might well help her to acquire sufficient self-confidence in her ability to teach adults. And then maybe . . . maybe after she had had some experience . . .

Until her English teacher, Mrs. M., talked about it, Stephanie was unaware of the variety of teaching that existed outside the usual boundaries of elementary and secondary school education. Mrs. M. had travelled across Canada and taught in many different schools, her husband's work having necessitated transfers from one branch office of his company to another.

Mrs. M. told Stephanie of schools for deaf-mute children, who, living in a silent world of their own, would be barred from communication with others were it not for a group of teachers using methods of instruction specially adapted to their situation. They teach the child to formulate sounds by having him watch the teacher's mouth and tongue movements. Then the child repeats these movements while watching himself in a mirror. This method frequently requires individual attention. The child is also taught to place his hands on the sides of the teacher's face and neck to feel the movements which accompany sound and then to imitate these movements. In this way, children are taught to understand and make sounds they will never hear, to form words and construct complete sentences. They are taught to read lips so as to understand what other people are saying. Although advances in electronics have helped in the development of hearing devices designed to enable children to detect sound, for some, the range of hearing still remains far below normal.

Stephanie had heard about speech therapists who help to correct speech defects resulting from throat operations by teaching the patient how to breathe while forming words and pace the rhythm of speech to the intake and output of breath. Speech therapists also work with people who stutter or stammer. They often use tape recorders in their work. Tape recording enables both the teacher and student to review previous lessons and assess the

results. The methods used by speech therapists were probably the forerunners of what we call language laboratories today.

Mrs. M. spoke about the schools or special classes where children whose learning ability is below average are guided and encouraged to learn. This requires the sympathetic understanding of dedicated teachers who possess the imaginative intelligence to discover and awaken abilities that would otherwise remain dormant. One such teacher in a school in Western Canada managed to teach a group of children to read after a psychologist had declared that they did not possess the ability to learn.

Stephanie was advised, of course, to obtain teaching experience in the regular education framework before attempting highly specialized teaching of this kind. It was something she could bear in mind for the future. The basic decision at this stage was to decide between elementary and high school teacher training. Even during first-year university a certain difference is evident in the subjects required for teaching at either level.

## Education

Stephanie has examined university calendars and found that:

1. To become a primary or elementary school teacher she could go to Memorial University at St. John's, Newfoundland, to obtain a Bachelor of Arts (Education) degree in four years. The minimum of 20 courses would normally be divided as follows:

### **First year:**

- (a) Four courses in education;
- (b) One in English;

### **Second year:**

- (a) Two courses in education;
- (b) One in English;
- (c) Two courses chosen from: history, sociology, psychology, economics or political science, a second language (Greek, Latin, French, German or Spanish), a science course (biology, chemistry, geography, geology or physics), or other courses in arts or science chosen with the approval of the university.



**In each of the third and fourth years:**

- (a) One course in Education;
  - (b) Four courses chosen as in second year (c).
2. She may choose to qualify as a high school teacher by reducing the number of Education courses and including mathematics and more science or arts courses. The choice of subjects will depend on whether she decides to teach arts or science subjects. To obtain a Teacher's Certificate of the Department of Education of the Province of Newfoundland, she must include a Physical Education Course in her first year's work.
  3. If Stephanie wishes to do so, she may obtain a conjoint degree of Bachelor of Arts or Bachelor of Science by completing a five-year program which would include five professional courses in Education and 20 academic courses.

A prospective teacher who successfully completes each of the four years required for the degree of Bachelor of Arts (Education) successively satisfies the professional and academic requirements for Grades One to Four Teacher's Certificates. If Stephanie were a graduate of a recognized university with an Arts, Commerce, or Science degree but had taken no professional courses, she would need one full year of professional studies to qualify for a Grade Five Teacher's Certificate. A Grade Six would require two Bachelor degrees or a Master's degree; a Grade Seven, two Master's degrees or a combination of other degrees that are considered the equivalent.

The teacher with a Grade Four Certificate could expect a salary of \$3,696 (excluding bonuses) during the first year of service, while a Grade Seven teacher would receive \$5,196\*. Salaries increase with each year of service by approximately \$200 per year.

## **Finances**

Scholarships, bursaries and loans are all possibilities that should be carefully considered. Stephanie and her parents have decided

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\*Teachers' salary scales are subject to change from year to year. The grading system and requirements were revised in 1964 and may be subject to further change.

against applying for a loan if it can be avoided, but a scholarship or bursary would not be unwelcome. Part of the financial worry was eased when the Newfoundland Government announced that, starting in 1965, the first year's tuition at Memorial University would be free. The Government recently announced plans for free tuition in all university years.

## Scholarships

Referring once more to the University calendar, Stephanie noted two types of scholarship:

- a. The Centenary of Responsible Government Scholarship. Fifty-five of these scholarships valued at \$600.00 each are awarded annually to assist students to pursue their studies in various fields of learning.
- b. The Steel Company of Canada Bursary of \$500.00 per annum. This Bursary is not repayable and may be held for a maximum of five years in any field of study provided satisfactory academic standing is maintained.

If Stephanie is unable to obtain either this scholarship or bursary, she may apply for a University Bursary; this is a loan with the maximum set at \$600.00, repayable without interest. Various scholarships and bursaries will be available throughout Stephanie's university years. She has tentatively chosen those she is thinking of applying for at the end of her first year:

- a. **Newfoundland Government Scholarship.** Fifty awards of \$600.00 each are made annually to assist students to pursue their studies in various fields of learning. Candidates must have passed their university year with at least B standing (65-79).
- b. **Cousins Drycleaning and Laundry Co. Scholarship.** Each year, two scholarships of \$600.00 each are offered to students whose scholarship awards from other sources do not exceed \$400.00. In all likelihood, Stephanie would obtain the Class B standing required for a government scholarship and would thereby be ineligible to receive the Cousins award, but she wants the extra hope that the Cousins application would give her.

- c. **The I.O.D.E. Bursary.** \$300.00 is awarded annually to a woman student in Education to assist her in the next year of her course.
- d. **The University Women's Club Scholarship.** \$200.00 is awarded annually to a woman student, intending to proceed to a degree, who gains high standing in the previous year at Memorial University.
- e. **The Grolier Society of Canada Scholarship.** \$100.00 is awarded annually to the student who takes first place in the first year of the course leading to the degree of Bachelor of Arts.

Of the above First Year Scholarships and Bursaries, the Cousins award is the only one that specifically limits the total sum (\$400.00) an award winner may accept from other scholarships although others indicate financial need as one of the deciding factors in the award. Two of the awards, the I.O.D.E. and the Grolier, are restricted to students in Education. By thus limiting the field, the applicants' chances are increased.





## Denise

Denise is eighteen. She was raised in the picturesque city of Quebec. Her father is a notary. Her mother, a registered nurse, has not worked at her profession since marriage; there are four other children in the family, all younger than Denise.

History and general science have been Denise's good subjects at school, while her typing has been poor. She has worked as a counter clerk in a variety store during the summer and, although she was not particularly fond of sales work, she liked the contact with so many different people.

Denise has a flair for fashion design, can sketch her ideas with ease, has excellent taste in clothes, but hates sewing. She enjoys tennis and swimming and likes to take care of her younger brothers and sisters.

Counselling sessions have brought the above facts to light without revealing any determining factor that could serve as a pivot in examining any particular field of employment. Fashion design had at first held some promise but was abandoned when Denise considered the possibility that she might, at the beginning of her career at least, be obliged to cut and assemble models of some of her creations. Or worse still, that she might be obliged to start as an apprentice in a salon of haute couture and sew all day.

Denise has been a bit pampered and has never been forced to consider what she would do in the work world. She is a good student and can easily obtain university entrance. Her parents want her to go to university for social and cultural reasons but are not very interested in what her choice of course would be.

Further counselling combined with preference and ability tests indicated other fields for consideration. Denise had been aware of her interest in the well-being of others; she was always more than usually concerned for the younger members of her family. Now that she was beginning to take an active interest in this search for a career, she wondered if she could actually do something that would relate to these interests. Social welfare? Teaching? Medicine?

Medicine held out the most promise to Denise but at the same time frightened her. It would be at least seven years before she could hope to obtain her M.D.; and then, if she wished to specialize, at least another three years. What about marriage and her own children? Even so, she was excited about the prospects in medicine. She must calm down and consider the whole situation carefully.

Her mother had sometimes spoken of her own career as a nurse and of the doctors with whom she had worked. When some doctor friends of the family dropped in for an evening occasionally, she would question them also.

Denise knew about the general practitioner, the family doctor, who diagnoses the patient's illness and treats many cases in his own office or in the patient's home. These doctors are frequently called upon to rush to their patient's bedside at all hours of the day or night. This is particularly so in rural areas; the tendency in urban areas, where such an emergency may be foreseen, is

to place the patient in the hospital ahead of time, or to make provision for quick transportation to the hospital as in cases of childbirth.

She heard of the doctors who specialize in the treatment of illnesses relating to each part of the body and of the mind. Denise had overlooked the fact that psychiatry is a specialized branch of medicine. And there are doctors in pediatrics who care for children's illnesses and doctors in geriatrics who care for the aged. The field of medicine is much wider than Denise had imagined. Maybe if she looked at the university education required she would be able to narrow down her choice.

There is also another factor which must be taken into account: It is most likely that she will want to get married and have children. This could possibly mean an interruption in her academic studies or even lead to her giving up the idea of a career in medicine altogether. However, at present these are unresolved dreams and Denise is more or less certain that she can obtain, at least, her first university degree before having to find a solution to the age-old choice between marriage and a career.

## Education

For admission to the Faculty of Medicine at Laval University, Denise must first obtain her B.A. or B.Sc. Admission is limited to 125 students and candidates are chosen on the basis of their academic record, particularly the second part of their baccalauréat. Aptitude and personality are also considered. The fact that her record as an undergraduate could determine her admission to the study of medicine will act as an incentive to Denise to double her efforts at university.

The program of studies to be followed by Denise in the Faculty of Medicine will progress from pre-clinical, to clinical, to internship.

- a. The pre-clinical studies include courses from the departments of anatomy, biochemistry, microbiology, pharmacology and physiology, and a course on the history of medicine.
- b. The clinical courses are taken in anesthesia, surgery, medicine, obstetrics and gynecology, oto-laryngology and ophthal-



mology, pediatrics, psychiatry, radiology and physiotherapy. Courses are also given in deontology and medical economics, hygiene, medical jurisprudence and toxicology, professional ethics, symptomatology, clinical stomatology and medico-legal judgments obtained through visits to the morgue.

- c. After these studies Denise will spend a year at a hospital as an intern before going on to further specialization, possibly in pediatrics. There is however plenty of time for her to decide on specialization.

Denise now realizes that where she goes in her chosen profession depends on so many variable factors that she could easily be discouraged. However, money is luckily not a problem; her parents can afford the tuition fees and any additional costs. So Denise makes up her mind to embark on a medical career. She is helped in this decision by the knowledge that there are many occupations in the medical field that do not require a doctor's degree. If she must stop along the way, she may be able to enter the field of nursing or medical research of a non-clinical nature.

There is no doubt that the field of medicine has many opportunities for advancement and, as indicated in the program of studies, there are many branches in which to specialize. Denise would commence in a hospital and could, if she persevered, advance to a supervisory level or commence a private practice either alone or in partnership with one or several other doctors.

If she enters nursing, she would also start in a hospital and, if it became necessary to abandon regular duty because of home and family obligations, she might be able to accept private duty nursing on a casual or part-time basis.

## Finances

Tuition costs are approximately \$500.00 per year in the Faculty of Medicine. Denise can live at home if she goes to Laval University and would not have the expense of room and board.

## Scholarships

- a. Laval University offers an indefinite number of scholarships to **summa cum laude** B.A. graduates of the university. These scholarships cover tuition fees for one year.
- b. **The Quebec North Shore Scholarship** is for \$400.00 for four years. Preference is given to students from the North Shore and Lower St. Lawrence regions.
- c. Under Bill 29, the Government of the Province of Quebec through the Department of Youth offers bursaries and loans to students in need. Many other scholarships state financial need as a qualifying condition and so exclude Denise.



## Francine

Francine lives with her parents, an older brother and younger sister in an industrial city of Ontario. Her father, an automobile mechanic, thoroughly approves of her brother's choice of further education and training; an institute of technology. He admits that Francine's desire to attend university makes him somewhat uneasy. He does not disapprove, but silently wonders if educating a girl is worth the financial sacrifice; especially as it is quite likely that she may decide to marry and never use her education.

On the other hand his wife, Mary, is using her education. She works part-time as a teacher. The extra money in the household has been helpful. In fact, when he was ill several years ago, it was a relief to know that his wife and family would not be completely dependent on others if something should happen to him. And Mary is so anxious that Francine should have the opportunity to absorb as much education as possible. Also before Francine



is halfway through university, John should have completed his studies and become independent.

Arithmetic, chemistry and physics have been Francine's good subjects in high school, geography her worst. She has above-average intelligence and is an omnivorous reader. Photography is her hobby; she has been developing and printing her own pictures since she was fourteen. Although she dutifully helps her mother with the housework, she resents the time spent on it when she would prefer to work on her photography or to read.

On Saturdays, Francine works as a store clerk to earn spending money but has no interest whatever in meeting customers and trying to please them. Very likely, she is only kept on because the store manager is unable to find enough clerks interested in working Saturdays only.

Francine is not lazy but would much rather work by herself as she did two summers ago when she was a file clerk for an electronics company. Also she had been able to visit the laboratories and had actually met a physicist. He was doing research work and had a university student working with him for the summer. Maybe she could get that kind of summer work when she was attending university and had more knowledge of physics. That contact combined with her known interest and ability seems to have inclined Francine's choice toward physics. She was now certain that she preferred physics to chemistry or mathematics — the other subjects in which she excelled at high school.

She had even entered a project in the Science Fair last year. It was a miniature working model of an electronic analog computer. True, she did not win an award but she had received much helpful advice from many sources including the electronics company. She was also half-promised summer employment in the laboratory when she had completed about two years undergraduate studies at university.

Francine has noted in a National Employment Service booklet that "a graduate degree is virtually essential for advancement within the profession, as more than 60 per cent of the physicists in Canada now have either their Masters or Ph.D."<sup>1</sup> She will

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<sup>1</sup>Canada, National Employment Service, *Supply and Demand University Graduates 1964-1965*. Ottawa: Queen's Printer, 1964.

probably choose to go to the University of Windsor and, if possible, obtain her doctorate.

A basic qualification for admission to graduate studies in physics is a first or second class honours Bachelor's degree with adequate specialization in physics. This means that a student must obtain a minimum grading of 66%. The requisite Bachelor's degree with honours will require four years of undergraduate work.<sup>2</sup>

Examining the list of courses in the first years, Francine is very pleased to note that they are subjects which she likes very much, especially chemistry, mathematics and, of course, physics. Looking ahead to the fourth year is most exciting with its range of studies in physics which includes: electromagnetic theory, physical optics, quantum mechanics, solid state physics, and nuclear physics. She must eventually choose her branch of the discipline but this can wait for a few years.

After obtaining her Bachelor's degree, Francine can begin to specialize. A Master's degree can usually be obtained following two years of full-time graduate studies.

The degree of Doctor of Philosophy in Physics will require a minimum of three years full-time graduate studies, the preparation of a thesis embodying the results of an original investigation in a branch of physics, and a final oral examination (the defence of the thesis).

## Advancement in the Profession

Over the past ten years there have not been enough physicists to meet the demand in this rapidly developing profession. Some of the occupations related to this field of study are: geophysicist, research physicist, industrial physicist, astronomer, meteorologist, and hospital radiographer.

Although the number of women in comparison to men has been relatively small, they have made some noteworthy contributions to the advancement of scientific knowledge. Dr. Amelia Wehlau of the Hume Cronyn Observatory in London, Ontario, recently

<sup>2</sup>The term 'undergraduate' work refers to studies leading to a first degree (Bachelor). 'Graduate' work refers to studies leading to a higher degree (Master or Doctor).

made an important discovery of a "nova" or new star. This discovery was based on the work of another woman scientist, Dr. Helen Hogg. As a research worker, Dr. Hogg's studies concentrate on variable stars in globular clusters. Through the years she has photographed and studied these clusters of stars and it was through the study of some of the photographic plates that Dr. Wehlau discovered her "nova".<sup>3</sup>

This is the type of advancement that the research scientist seeks: the advancement of knowledge.

The federal government is the principal employer of physicists in Canada. The National Research Council laboratories of pure and applied physics absorbs a relatively large number of university graduates in physics. A good number are employed as lecturers and teachers in universities and some in high schools. The expanding industrial field of electronics should also become an increasingly important source of employment for physicists.

Physics is a field for research explorers in areas such as: atomic energy, space travel, radar, and electronics.

## Finances

Because of the family situation and her father's skeptical attitude, Francine must try to obtain all the help she can from outside sources. She is hopeful of obtaining an Ontario Scholarship for high academic standing on completion of high school. This will start her off with \$400.00. At university, she may qualify for other scholarships on academic merit and possibly on financial need. She may also obtain a government interest-free loan if necessary.

## Scholarships

- a. **University of Windsor Entrance Scholarship** renewable for a period of four years if the recipient maintains first class honours standing. This could be for an amount to cover tuition fees or, for the student standing first in the high school, an amount of \$600.00.

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<sup>3</sup>Canada, Department of Labour, Women's Bureau, *Fields of Work for Women: Physical Sciences, Earth Sciences, Mathematics*, Ottawa, 1964.



- b. **Entrance Bursary** of \$100.00 - \$400.00 awarded by the University to students in financial need who have obtained at least 66% on nine Ontario Grade XIII examinations.
- c. **INCO Scholarship.** Tuition fees, a grant of \$300.00 to the student, and a \$500.00 cost of education supplement to the University. Maximum award for scholarship is \$1,200.00. Renewable annually for three consecutive years or until graduation.
- d. **Noah Cleary Entrance Award.** Tuition and all other fees except for room and board. Applicant must show financial need.
- e. **John B. Kennedy Memorial Award.** Value to \$300.00. Renewable annually to a possible total of \$1,200.00.
- f. **The Atkinson Charitable Foundation Entrance Bursary** of \$200.00. Applicants must have an average of 66% on eight Ontario Grade XIII papers and show financial need.
- g. **The Rhea Bray Memorial Bursary** of \$150.00 on the basis of academic merit and need.

There are many awards which Francine may apply for during her university career. If she maintains a high academic standing, she may receive awards applicable to each successive university year.



## Greta

Greta's parents left a devastated farm land in Europe shortly after the war to settle in Canada. Her older brother and sister can still remember the sound of bombs exploding and sirens screaming. They remember hunger and the grim life of refugee camps. Greta is eighteen and was born in Canada. The family arrived with very little money or possessions and Greta's father started to work for the owner of a large wheat-growing farm on the Prairies. He is still working for the same employer and has built a simple home for his family on some land allocated to him by his employer for that purpose.

Greta is the first one in her family to have continued beyond grade eight in school. Her brother was a sixth-grade dropout and, like his father, works as a farm hand; her sister left after eighth-grade and now does housework by the day. Greta's family knows only manual labour and appears to alternate between pride at her academic ability and impatience at her wish to continue her education.

At school, Greta is doing exceptionally well. She is outstanding in biology and mathematics. Her poor subjects are English literature and composition; this may be due to the lack of good reading in the home. Her parents concluded that they could ill afford the money to buy books for no other apparent reason than the mere pleasure of reading them.

On one of his visits to the farm, a government agricultural representative, noted Greta's interest in his work and mentioned the titles of some elementary books on agrology but her parents could see no usefulness to Greta in those books either. The agricultural representative subsequently lent her some of his books but they were too advanced for Greta at that time.

Greta's parents have learnt very little English since coming to Canada consequently, her teachers found the language barrier practically insurmountable whenever they attempted to convince her parents of the advantages of further education. And using Greta as interpreter only appears to increase their resistance to the idea.

Except for Greta's own interest in learning, her case seems to be a lost cause. She has never had an opportunity to work outside her own home. She helps her mother with the housework after school and during summer holidays. The washing, ironing, cleaning and baking are done with out-of-date equipment and little reference to the advantages of modern methods.

Strangely enough, this hard life has not turned Greta against farming. She loves the land and wants to become an agrologist. She wants to become capable of investigating field crop problems and of developing new and improved methods of growth for more efficient production, higher yield and improved quality.

At this point, Greta is beginning to think seriously about how she can prepare for her chosen career. She has enlisted the help of her father's employer who has known her from childhood. He is much in favour of her plans and has promised to discuss her future discreetly with her father and try to soften his outlook on university education. Greta has also sought the aid of the government agricultural representative, an agrologist, who is multilingual and whose opinion and advice her father respects. She knows



that these two people can influence her father. Meanwhile, she will consider the educational path she should follow.

## Education

Greta will attend the University of Manitoba to obtain the Bachelor of Science in Agriculture (B.S.A.) degree. She hopes to take the Honours course in Soil Science. This will require four years of university study with Honours studies commencing in the third year. The subjects which most interest Greta are:

- a. First year: biology, chemistry, soil and crops, and agricultural economics.
- b. Second year: botany, genetics and entomology.
- c. The Soil Science Honours subjects to be taken in the third and fourth years: microbiology, geology, chemistry physics, mathematics, and soils.

## Advancement in the Profession

To practice agrology in Canada, Greta will need her university degree. In addition, six of the ten provinces require membership in the provincial agriculturists' association. A graduate in agriculture of the University of Manitoba or of another university or college recognized by the University of Manitoba is eligible, upon payment of the proper fees, for membership in the Manitoba Institute of Agrologists.

The importance of food conservation cannot be over-stressed when half of the world's population is underfed. In studying ways to improve farm production, prevent spoilage, produce better strains of plants and by encouraging farm owners to use new techniques, the agrologist is performing an important service. Canada, as one of the "have" nations, should not waste her natural resources but should seek every means of conserving them so that there will be plenty to share with the "have-not" nations.

The federal and provincial governments with their natural concern for agricultural resources employ the largest number of agrologists. Others work in private practice as consultants or lecture at universities.

## Finances

As mentioned previously, Greta has no source of income. She will be obliged to live in residence and there are tuition fees, books, and all the other incidentals to be considered. She will apply for a Government of Canada university student interest-free loan and must work hard to acquire scholarships and monetary awards during her university years. She has written to the Dean of Women at the University for any advice she may offer.

## Scholarships

- a. **Manitoba Department of Agriculture Bursary.** Arranged as a loan without interest, repayable upon completion of the course. If the recipient finds employment as an agrologist in Manitoba, or farms in Manitoba, the amount awarded is written off at the rate of one-third of the amount for each twelve months so employed.
- b. **Christian Walker Memorial Bursary.** One or more bursaries totalling approximately \$790.00 for entrance to the Faculty of Agriculture and Home Economics.
- c. **Steel Company of Canada Bursary.** \$500.00 renewable annually until holder graduates or until the end of four years' tenure, whichever is shorter, for entrance to a faculty within the University of Manitoba.
- d. **Manitoba Pool Elevators Scholarship in Agriculture.** \$200.00.
- e. **Board of Governors' Bursaries.** Vary in value. To students of superior academic ability.
- f. **N. C. MacKay Bursary in Agriculture.** \$100.00 to a student from rural Manitoba. Preference to 4-H Club members.

There are other possible entrance scholarship opportunities which Greta will explore. Later, during her undergraduate years, other scholarships and bursaries will be available. Some of these are listed below.

- a. **Canada Packers Limited Award.** One or more awards totalling \$500.00 to students having completed the work of at least one year of the degree course in Agriculture.

- b. McKenzie, Roderick Scholarship.** \$100.00 awarded in second year Agriculture (Manitoba student only).
- c. Pioneer Grain Company Limited Bursaries.** Two bursaries totalling \$600.00 in the third year of the degree course, renewable for the fourth year.
- d. Manitoba Institute of Agrologist Scholarship.** \$200.00 in third year in Agriculture. Minimum average 75%.



## Rita

Rita, at sixteen, is in Grade XI and is taking the High School Graduation (University Programme) course. She is an only child of parents who are both business people. They own a successfully-managed retail store on the west coast where her mother may, in response to an S.O.S. from her father, join the sales staff to help out during unforeseen rush periods or to replace an absent employee. Both parents consider Rita too young for the type of specialty sales expertise required in the shop.

Excellent home study conditions may be partly responsible for the fact that Rita is what is called an 'all-round' good scholar. She is slightly better in history and mathematics but appears to master all her high school subjects with ease. Throughout her school years, she has usually been ranked in the upper 10% of her class.



Rita does some baby-sitting after school and at the family cottage where she spends her summers when not in camp. Other than that, she has no work experience. She likes and excels at most forms of athletics. Her greatest dislike is spectator sports.

It is difficult to counsel Rita. She definitely has above-average intelligence and wants to go to university. But she also wants to know why, (aside from the benefits of higher education) she should spend three or four years at university. Again, aside from the wider cultural horizons, what about the choice of and preparation for a career? Rita realizes that she is immature and knows very little about the world of work, but what about all those adults around her? Does no one have any answers?

The wise counsellor knows that a plan of action cannot be dictated to another. It must come from within and may require many counselling sessions. Aided by the counsellor, Rita must discover her own motivations and distinguish the true from the false. Even then, she will not arrive at a definite answer to her queries.

Although some people decide at the age of sixteen what they want to do in the world of work, others are not ready. When a young person is average or mediocre in most school subjects and is outstanding in one or two subjects, these good subjects stand out like beacons indicating the way, just as poor subjects act as buoys indicating obstructions. Students such as Rita, although good students, require more time to examine and sort out their motivations.

Rita is now considering the field of recreation. She is good at all sports that she has tried and thinks this might be a satisfying career. She might become a recreation director at a resort hotel, a summer camp, or a Y.W.C.A. With more leisure in the future people should be turning to some form of physical activity. She might become a physical education instructor at a high school or university. However, as an alternative choice, she could go into social work.

There is much to be done and not enough trained workers in the field of social work. There are the lonely elderly and sick people — shut-ins, neglected children, ex-convicts, alcoholics and drug addicts, the poor, the abandoned wife — all these people

need competent assistance. Rita is aware of this and sympathizes with such people. She also knows that sympathy is not enough: a high degree of competence is vital in this field and the thought that she would be expected to cope with such problems frightens her. She certainly has not the maturity at present and she wonders if, even as she grows older, she would acquire the needed self-confidence. For instance, would the training in social work also bring about the intuition to know when to be firm and when to show sympathy? How does one establish empathy with a patient?

Rita has decided to look at the education that might best be suited to work in the fields of recreation and social work.

### **EDUCATION (Recreation).**

At the School of Education and Recreation, University of British Columbia, Rita can study for a Bachelor's or Master's degree in Physical Education. She notes that, in the program for specialization in recreation, no courses entitled "recreation" are included until the third year. The following are among the subjects included in the various years:

- a. **First Year:** English Literature and Composition, Psychology, Zoology, and Physical Education (activities).
- b. **Second Year:** English, Fine Arts (history of or introduction to painting, sculpture, and architecture), Psychology (dynamics of behaviour), and Physical Education (health education and history of physical education and recreation, also activities).
- c. **Third and Fourth Years:** Music (appreciation), Architecture (elements of community planning), Education (instruction in art, and adult education), Physical Education (organization and administration), Recreation (introduction, administration, outdoor, observation and supervised practice work in variety of institutions and agencies).  
Social Work (concepts and processes of group work and community organization) may be included as elective subjects in the third and fourth years.

Rita now recollects a remark made by one of her mother's friends, a social worker, that physical education (phys. ed.) people and social workers should have closer links, since they frequently come into contact with one another in their work but, all too

often, appear to be working in isolation from each other and a common goal. This social worker contended that all phys. ed. people should have some social work experience. It was a point to remember.

### **EDUCATION (Social Work).**

The School of Social Work, University of British Columbia, offers courses leading to the degrees of Bachelor of Social Work (B.S.W.) and Master of Social Work (M.S.W.). The accepted education for the profession is two years of graduate study, including lectures, clinical practice, and a research project or thesis, leading to the M.S.W. One half of the program will qualify a student for the B.S.W. Rita learns that a student in physical education may plan to enter the School of Social Work provided she consults the School as early as possible in her undergraduate years to ensure that the necessary requirements for entry to the School will be fulfilled in her choice of subjects. Rita is delighted to learn that both her tentative choices point in the same direction.

- a. **The degree of Bachelor of Social Work (B.S.W.).** This degree is granted to students who satisfactorily complete one year of approved studies after receiving their B.A. degree or its equivalent. All of the subject matter is in the field of social work and Rita notes that the two Social Work courses that she may choose as electives in Physical Education and Recreation are among the courses itemized for Social Work studies.
- b. **The degree of Master of Social Work (M.S.W.).** After the B.S.W. degree or its equivalent, students who wish to receive an M.S.W. degree must complete a second full year of university study consisting of lectures, filled instruction, and a thesis or research project.

### **Advancement in the Profession(s)**

There has been a shortage of professional social workers for many years and, with increased government welfare provisions, the shortage may increase. With these additional demands on the field, new opportunities at the supervisory levels will be created.

The field of recreation should also offer many new opportunities as technological change advances and increases the number

of hours of leisure in the average working person's life. The recreation worker of the future will need imagination and resourcefulness to present physical activity as a preventative or antidote to apathy and boredom which may be the lot of many people with too much time on their hands. The field of recreation is close to that of social work when viewed in this perspective.

## Finances

Yearly tuition fees will be approximately \$450.00, the rate for board and lodging about \$500.00. Rita and her parents have decided that it will help to develop her personality if she lives in residence at the University.

## Scholarships

- a. **The N. A. M. MacKenzie Alumni Scholarship in Physical Education.** \$150.00 awarded a student completing the Final Year of the B.P.E. program who is either proceeding to the Teacher Training Course for Graduates or to a Master's degree at the University in the field of Physical Education.
- b. **Government of British Columbia Scholarships** available to students in the First Year of Social Work. Eligible applicants who obtain First Class standing (an overall average of at least 80%) receive a grant of one-half of the tuition fee. One-third of the tuition fee is awarded to the top Second Class students.
- c. **University Graduate Scholarship.** \$200.00 may be awarded to a student of the graduating class who shows special aptitude for graduate studies and who is proceeding to graduate study the following year at the University.
- d. **The Queen Elizabeth Scholarships.** Awards of \$1,000.00 made to students with high standing beginning or continuing graduate studies at the University.
- e. **The Anne Wesbrook Scholarship** of \$350.00 open to a woman student of the graduating class who is proceeding the following year to graduate study.

Rita would not be eligible for other scholarships where financial need is one of the requirements. Furthermore, except in cases approved by the Senate of the University, only one scholarship is allowed to a student in one academic year.



## Concluding Remarks

The stories of these five girls have been cited to give some idea of the various factors which influence a young student's decisions. Parents and their social, cultural and financial status have a decisive influence on this decision, since a young person's ambition and study habits are formed primarily in the home. The financial burden of university education for a bright student may be alleviated by a scholarship award but it must be remembered that the number of these awards is limited. Financial relief may also be had from interest-free government loans which must eventually be repaid. Too often, students with university potential do not go to university because the financial situation of the family is such that they feel duty-bound to find a job in order to contribute to the family budget.

Conversely, some parents are unduly ambitious for their children; they try to force them to go to university without considering the ability or inclination of the child. Some of these students would be much happier and more successful, for example, in an Institute of Technology, an alternate choice which should be given more consideration in many cases.

The scholarships listed in the five cases referred to in this study are only examples of what is available: more detailed information can be obtained from the various universities. In some instances the student must apply for the scholarship, in others, the university awards it without application. Some universities restrict the number of scholarships that may be held by a student in one year, some scholarships place limitations on the total amount that a student may receive. In all cases where a student is interested in scholarships or bursaries, high school and university authorities should be consulted.

Finally, a word of hope to the student who must go to work to help the family financially. Many workers in large companies and organizations have all or part of their evening university tuition paid for them by their employer.

The most common condition attached to such schemes is that the student must pass the academic year successfully; re-imburement of fee money is then made, either in full or in part, as previously agreed.

## SELECTED LIST OF PUBLICATIONS

Available from the Queen's Printer, Ottawa.

Remittance payable to the Receiver General of Canada  
must accompany order.

- Women at Work in Canada**, a fact book on the female labour force, 1964.  
108 p. L38-664 60 cents
- Married Women Working for Pay in Eight Canadian Cities** — 1958, Report of a survey.  
80 p. L38-258 35 cents
- Occupational Histories of Married Women Working for Pay in Eight Canadian Cities**, A companion report — 1959.  
74 p. L38-859 35 cents
- Collective Action by Nurses to Improve Their Salaries and Working Conditions**. Reprint from May 1964 issue of the Labour Gazette.  
12 p. L38-2064 15 cents
- Fields of Work for Women — Physical Sciences, Earth Sciences, Mathematics**.  
41 p. 25 cents
- Looking Ahead to the World of Work**. Prepared by the Economics and Research Branch of the Department of Labour.  
50 p. L43-165 25 cents



A publications list of Canadian Occupations Monographs  
may be obtained on request from:

THE OCCUPATIONAL ANALYSIS SECTION,  
ECONOMICS AND RESEARCH BRANCH,  
DEPARTMENT OF CITIZENSHIP  
AND IMMIGRATION, OTTAWA

Available on request from the Women's Bureau,  
Department of Labour, Ottawa.

**IV Consultation on the Occupational Preparation of Women** (includes questions for discussion). April 1962

**IX Opportunities for Continuing Education. "A Second Chance for Women."** July 1963

**X Opportunities for Women in the Biological Sciences.** October 1963

**XI Day Care Services for Children of Working Mothers** (revised Dec. 1964). January 1964

**XIV Continuing Education for Women — II.** February 1965

**Implications of Traditional Divisions Between Men's Work and Women's Work in Our Society**, report of round-table conference, March 1964.

**Facts and Figures about Women in the Labour Force 1965.**

*Reprints from Labour Gazette*

"The Woman Worker, 1891" March 1963

"Quo Vadis School of Nursing" July 1965

"Women Workers in Israel" May 1965











